

**I. List 3-5 Student Learning Outcomes for students enrolled in your program.**

*These should be broad overarching learning goals. They are bigger than objectives.*

Physical Education Classes - Utilize a toolbox of effective teaching, learning, and evaluation strategies for implementation in various wellness and fitness settings. Analyze students' strengths and weaknesses in regards to those effective styles.

Health Education Classes - Monitor health behaviors of their choice in systematic fashions through the behavior modification process.

Physical Activity Classes - Analyze the myriad of exercises available and create an individualized balanced physical fitness training program.

Athletics - Formulate an academic, athletic, and personal identity. Transfer the skills student-athletes learn on the field to all aspects of their lives.

**II. Align the Program Level SLOs with the College Goals.**

*Briefly discuss how your program meets the goals of the college.*

Two program level SLO examples that meet specific goals of the college are "creating a sense of community" and "solving problems".

We create a sense of community in our web-based classes by, posting a question on a discussion board for the pertinent "topic of the week." Students must answer this question with regards to their own lives. This gives students the opportunity to share core values, ideas, interests, beliefs, and practices which nurtures, as a result of what they share, their feeling of connection to one another.

We solve problems by using instructor or self-kinesthetic feedback to adjust or change the next skill attempt.

Please refer to the Program Review section on College Goals for more detailed information.

**II. Assess the student success in your program.**

*How do you know students learned the core SLOs by the completion of curriculum/program. Include data to support these findings.*

It is demonstrated according to our overall success rate data for Health and Physical Education, that approximately 72% of our students have learned the core SLOs by the completion of the course curriculum.

**IV. Document student success/achievement in the program.**

*Possible documentation materials might include Degrees, Awards, Transfer, Portfolios, Capstone Assignments, Success in Job Placement, etc.)*

Some of the students who have earned the Personal Fitness Training Skills Certificate have gone on to 4-year institutions such as Sonoma State University and the University of Hawaii. They are studying Athletic Training and Kinesiology respectively.

Please see the Program Overview Attachment titled Team Sport Highlight Summaries for further detail regarding our student-athlete academic degree and transfer profile. Additionally, this attachment contains information regarding student-athlete sport success.

Numerous PE 121 students completed a national personal fitness trainer certification and are now gainfully employed in local fitness centers.

**V. Note areas for future improvement.**

*Address needs of program like curricular innovation, resource allocation, upgrading facilities, technology, unit allocation, staffing, etc.*

As previously discussed in this program review:

1) We would like to offer more web-based classes that could lead to an entirely online skills certificate. Additionally, there are many classes we would like to add to our curriculum to increase its diversity of offerings and meet the needs of our students.

2) We need more money to properly fund our athletic teams. Please see the attachment titled Athletic costs for details. More money is also required to bring our football field and track up to safety codes. Please see the Facilities Attachment titled Football Field and Track Repair Estimates.

3) The PE Complex is undergoing the COM modernization process for the next 19 months. However, due to the fact that there are no locker rooms, showers, gym, etc., our current portable location is inadequate.

4) We need SMART classrooms

5)Our department needs an increase in unit allocation in order to expand our skills certificate program and offer a wider variety of physical activity classes.  
6)Our department only has 4 full-time faculty members to teach the equivalency of 10 full-time faculty members. Therefore, we need more full-time instructors and coaches.

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